Portfolio Assessment Guidelines & Evaluation Standards

Competition Development

Revised through February, 2026

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COMPETITIVE COACH DEVELOPMENT PATHWAY

COMPETITION INTRODUCTION

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IN TRAINING

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TRAINED

+

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TRAIN TO WIN

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CERTIFIED

National Coaching Certification Program

coach.ca | Coaching Association of Canada Association canadienne des entraîneurs

COMPETITION DEVELOPMENT

05

TRAIN TO COMPETE

CSCP WORKSHOPS

- Competition Development (Speed or Style)

IN TRAINING

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NCCP MULTI SPORT TRAINING
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TRAINED

+

EVALUATION
- Portfolio
- Evaluation In Training
- Evaluation In Competition

CERRTIFIED

It is expected that before a coach is able to enter the Competition Development Pathway that they have completed their Competition Introduction Advanced pathway and achieved a "certified" status OR they are working with stage 5 athletes and have a letter of recommendation from their PTSA along with having completed 6 specific NCCP Comp Dev multi-sport modules:

1. Developing Athletic Abilities
2. Coaching & Leading Effectively
3. Leading Drug free Sport
4. Managing Conflict
5. Prevention & Recovery
6. Psychology of Performance

To move from 'Trained' to 'Certified' status at the Competition Development level, a coach must submit a portfolio containing the following documents (below) followed by the completion of an In-Practice and In-Competition Evaluation. This guide is designed to assist coaches in developing their portfolio documents to complete the Competition Development coaching portfolio and preparing for the on-snow evaluations.

Coach Core Competencies

Both the Coach Portfolio and the On-Snow Evaluation have been created based on the NCCP/CSCP's five (5) Coach Competencies and seven (7) Coaching Skills. These are outlined below as a reference.

Valuing

The ability to choose an effective response to a specific coaching situation, that is consistent with principles of ethical practice defined within the NCCP. It may be understood as a two-step process:

1. Awareness of personal values
2. Awareness of values in Canadian Coaching

Problem Solving

The ability to bring about a positive outcome to meet a specific coaching challenge. It may be understood as a four-step process:

1. Analyze the conditions in a specific coaching situation.
2. Identify possible coaching responses
3. Choose an effective response.
4. Turn decisions into action.

Interaction

The ability to interact effectively with individuals, groups or teams in a specific context. It may be understood as a dynamic interpersonal process performed with a clear purpose which requires the ability to:

- Communicate effectively
- Give and receive feedback
- Interact with others both in coaching and in a social context
- Intervene with others to manage and/or resolve conflict.

Critical Thinking

The ability to reflect upon and/or monitor the outcome of situations, experiences, decisions and/or actions in which one or others are involved, and to assess their relevance and importance as a basis for future action.

Leadership

The ability to influence others to accept, willingly, the leader's purpose and goal to help bring about some better future outcome or result, and to work together, voluntarily, towards achieving that end.

Summary of Evaluated Coach Skills

Coaching Skill 1: Make Ethical Decisions
(*Core Competency: Valuing*)

• Coach correctly applies the NCCP MED process

Coaching Skill 2: Plan A Session
(*Core Competency: Critical thinking, problem solving*)

- Identifies appropriate logistics for practice

- Identify appropriate activities in each part of the practice
- Design an emergency action plan EAP

Coaching Skill 3: Support Athletes in Training
(Core Competency: Leadership, interaction)

- Ensures that the practice environment is safe.
- Implements an appropriately structured and organized practice.
- Makes interventions that promote leaning

Coaching Skill 4: Analyze Performance
(Core Competency: Interaction, critical thinking)

- Detect & Correct technical performance.
- Detect & Correct tactical performance

Coaching Skill 5: Support the Competitive Experience
(Core Competency: Leadership, interaction, Critical thinking)

- Pre-competition: Implements procedures that promote readiness for performance.
- During event: Makes decisions and interventions that promote sport specific performance
- Post event: Uses the competitive experience in a meaningful manner for the development process of the athletes.

Coaching Skill 6: Design a Sport Program
(Core Competency: Problem solving)

- Outlines structure of own program based on training and competition opportunities.
- Identifies appropriate measures to promote athlete development within own program.
- Integrates seasonal training priorities into own practice plans.

Coaching Skill 7: Manage a Snowboard Program
(Core Competency: Interaction)

- Manages administrative aspects of program and oversees logistics
- Coach reports on athlete progress throughout the program
- Develops and implements fair selection procedures
- Implements recruitment and talent identification procedures

The Coach Portfolio:

The coach portfolio is a compilation of tasks that will be assessed by the Canada~Snowboard Sport Development Manager before the coach's evaluation process. This requires that the coach completes tasks within the portfolio before the actual evaluation in order to provide evidence that he or she is ready and able to successfully meet the required standards set out in the evaluation. By building a portfolio, coaches increase their coaching competency and in turn the likelihood that they will be successful during the evaluation/certification process.

The CSCP has identified eight (8) elements for the snowboard coach portfolio, including:

1. Complete NCCP Make Ethical Decisions (MED)
2. A Yearly Training Plan *(Design a Program)*
3. Athlete technical analysis video (*Analyze performance*)
4. Speed: Complete Canadian Acrobatics Group 'Air 1' Course *(Support Athletes in Training)*
   This course will be required starting in the fall of 2012.
   Style: Complete Canadian Acrobatics Group 'Air 2' Course *(Support Athletes in Training)*
   This course will be required starting in the fall of 2013. Gymnastics Canada Trampoline level 2 accepted prior to 2013.
5. Officials Level One Course (Canada~Snowboard). *(Support to Athletes in Competition)*
6. **Style Only:** Canada Snowboard recognized judging course
7. Mentor a Competition Introduction Coach
8. Program Management Planning Tool (*manage a program*)

Portfolio Elements

1. Proof of completion of NCCP Online Evaluations

This segment of evaluation is administered through the Coaching Association of Canada's (CAC) website (www.coach.ca). Coaches must successfully complete the following NCCP Online Evaluations as part of their Competition Development Portfolio:

A. NCCP Make Ethical Decisions - The generic evaluation criteria and standards are provided in the Appendix: Make Ethical Decisions.
B. NCCP online Managing Conflict evaluation exercise.
C. NCCP online Leading Drug Free Sport evaluation exercise.

2. Design a Snowboard Program

The yearly plan is a document that you will create annually and format in a way that is easy to understand yet contains enough information that you can refer back to it throughout the year to ensure your sessions have the correct focus.

Legend	Low priority in cycle			Medium Priority in cycle			High Priority in cycle		

	April				May					June				July				August					
	05	12	19	26	03	10	17	24	31	07	14	21	28	05	12	19	26	02	09	16	23	30	06
Days away from home												7						7	7	7	7		
Information including location, event and general												Hood, Oregon						Hutt, NZ	Hutt, NZ	Hutt, NZ	Junior Worlds, NZ		
Camps												5						4	5	5	2		

Phase	General Preparation phase																	Specific Prep Ph					
Blocks	Active Rest				General Prep				Ext 1			Int1		Rest		On Snow					Ext2		
Micro	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23

Considerations

Starts																		1	1	2	2		
Active rest/taper (intensity 1-10)												7						7	3	4	4	6	6
Travel time (hours)												15						30				30	
Altitude (feet*1000)																							
Support services																							
Family / School Commitments																							

Testing

Anthro, Physical testing									a	p							p	A					p
Medical (physio, chiro, sport doctor)								p,d		p,c				p,c									
Athlete audit and Goal Setting																							
Equipment																							

Physical (energy system)

Maintenance																	160					40	160
aerobic																							
anaerobic																							
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	160	0	0	0	0	40	160

Physical (strength)

Technique																							
General																							
Hypertrophy																							
Strength																							
Power																							
SAQ																							
Activation, Flexibility																							
maintenance																							
Total time	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Mental and Physical education

General																							
Team Building																							
Mental/Emotional management																							
IPS																							
Recovery Q/Rusko																							
Nutrition																							

Technical and Tactical

PSL												5						8	8	3	5		
PGS												15						10	16	12	10		
other (soft boots, sbx)																							
Race																							
Gross technical skill												dev						ref	maintain				
Refined technical skill																			dev				
Line and timing in gates											maintain								dev	dev			
> 45 seconds run																							
< 45 seconds runs																							
Volume (hours)	0	0	0	0	0	0	0	0	0	0	0	20	0	0	0	0	0	18	24	15	15	0	0

| on snow volume in 1-10 scale | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 3.0 | 8.3 | 3.0 | 0.0 | 0.0 | 0.0 | 3.0 | 7.5 | 10.0 | 6.3 | 6.3 | 0.0 | 0.0 |
| on snow intensity (event or training) | 4.0 | 4.0 | 2.0 | 2.0 | 2.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 4.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 3.0 | 4.0 | 5.0 | 5.0 | 0.0 | 0.0 |

Figure 1. Sample yearly Training Plan

The yearly plan must meet the following requirements as a minimum:

- Identify major program goals and objectives
- Identify basic athletes' information (age, stage of sport development)
- Identify competition schedule and number of competitions in season.
- Identify length of each period of the program (preparation, competition and transition).
- Identify number, duration and frequency of training sessions in each period of the program (preparation, competition, transition).

- Shows correct ratio of training to competition opportunities based on the LTAD.
- Shows periods of development, consolidation and refinement of skill.
- Identifies appropriate level of progression and steps for improvement.
- Demonstrate that the training emphasis supports the goal in each period.

The generic evaluation criteria and standards are provided in the Appendix: Design A Snowboard Program.

3. Athlete Technical Analysis Video *(Analyze Performance)*

a. The coach must submit video evidence showing the progression/learning of a stage 5 skill.

The video can either contain audio describing, or be accompanied by a written description of:
- Analysis of the technical evolution of the athlete.
- Analysis of the training commitments required for the learning of the skill.

b. The coach must submit video evidence demonstrating a stage 5 athlete complete a second stage relevant skill (different skill than used for video A).

The video can either contain audio describing, or be accompanied by a written description of:
- Analysis of the actual social/training/competitive environment of the athlete.
- Analysis of the equipment selection and /or modifications of the athlete.
- Analysis of the biomechanical demands of the skill performed.
- The skills required at the stage previous (stage 4) that enable the progression to the current skill.
- Analysis of the tactical and decision-making demands required for the skill.

4. Proof of Canadian Acrobatics Air Course Completion.

SPEED: Air 1 Course: This course will be required starting in the fall of 2012.
STYLE: Air 2 Course: This course will be required starting in the fall of 2013
        Gymnastics Trampoline Coach Level 2 accepted prior to 2013.

Acrobatics AIR 1

- *Course Goal*: Introduce acrobatic/gymnastic foundational skills on trampoline.
- *Equipment*: Comfortable athletic clothing – full legs – no jeans.
- *Performance expectations*: Demonstrate basic uprights, hand, front knee, seat drop, and spotting introductory inverts.
- *Prerequisites*: Current Canada Snowboard membership license
- *Equivalents*: Gymnastics Canada Tramp 1
- *How to Find a Course*: See www.canadasnowboard.ca
- *Recommended Cost*: $225
- *Number of Days*: 2

For more information on upcoming Air Module 1 courses, please visit www.canadasnowboard.ca and look under "Coaching: Workshops" or email coach@canadasnowboard.ca

5. Proof of Canada~Snowboard Level 1 Officials Course completion.

The purpose of the CSF Level 1 certification course is to ensure that all participants receive the basic knowledge regarding the execution of snowboard competitions in all disciplines. Having completed the necessary steps in achieving this certification standard, a Level 1 official will be able to assist in a variety of roles on the hill and/or indoor, at Regional, National and Continental level events.

In this Level 1 official course a participant will learn skills, rules, format of snowboard competitions and get some practical experience. For more information on upcoming courses, please visit www.canadasnowboard.ca under the 'Officiating' link.

6. Proof of completion of Canada~Snowboard recognized judging course.
Requirement for STYLE Candidates only.

7. Mentor a Competition Introduction Coach

As part of the Competition Development portfolio, a one-page report detailing the yearly activities of the mentoring of a selected protégé working in the Comp Intro context, must be submitted. The protégé can be working with stage 3 or stage 4 athletes and therefore may be Comp Intro or Comp Intro Advanced CSCP trained.

More information on mentoring, expectations and process is accessible in the CSCP Evaluator/mentor handbook or can be requested by emailing coach@canadasnowboard.ca

8. Submit a Program Management Planning Tool

Similar to the Seasonal Training Plan for athletes, the Program Management Tool is useful to ensure that aspects of your program are kept on track throughout the season. Clubs and teams that have a clear vision of what and when tasks are needed to be initiated or completed will likely be more successful. Your Program management Tool should meet the following minimum requirements:

- Outlines the philosophy and objectives of your program.
- Identifies expectations for behaviour and commitment for athletes, coaches, parents and staff and outlines appropriate consequences when behaviours are not met.
- Provides a schedule of competition and commitments for presentation to parents and athletes.
- Present an assessment of relevant performance factors that the coaches training plan is based on.
- A privacy of information policy outlining steps to maximize confidentiality.
- Method of collecting emergency medical information and the handling of this information.

- Report on Athlete progress through program:
- List relevant performance factors
- Identify appropriate level of progression for an athlete at this stage and 'next steps' for athletes.

The generic evaluation criteria and standards are provided in the Appendix: Manage a Program

Portfolio Submission

Once completed, all documents and supporting documents should be submitted to coach@canadasnowboard.ca. The Portfolio must be submitted and approved prior to booking an on-snow evaluation. Please allow for 2-3 weeks for the portfolio to be reviewed.

On Snow Evaluations – Introduction

This section describes the evaluation and certification requirements for the Canadian Snowboard Coaching Program Competition Introduction Advanced context. These requirements meet the minimum standards of the National Coaching Certification Program (NCCP).

- The CSCP Speed and Style courses prepare coaches for the discipline-specific evaluation process.
- Technical skill content is based on CSCP Technical skill Progressions. Candidates are expected to know and use the CSCP skill progressions and key points.
- The Coach Evaluation Package is posted on the C~S website (www.canadasnowboard.ca) for coaches to download and print.
- Coaches must complete an evaluation process to move from NCCP Trained status to NCCP Certified status. It is the responsibility of the coach candidate to schedule evaluation when he/she feels ready.
- There are several steps in the evaluation/certification process. Each step is linked directly to one of four coaching outcomes, or task descriptions, that the coach must be able to perform. Each outcome includes several evaluation criteria, and these must be fulfilled to a minimum standard to meet certification requirements. Accredited national Competition – Development evaluators will evaluate candidate performance. All outcomes must be successfully evaluated before certification is granted.

Evaluation Process

To become certified in the CSCP Competition Development context, coaches must complete evaluation requirements in all seven (7) outcomes. The process for evaluation of each outcome is described in this section. At the Competition Development level, coaches are evaluated both in training and in-competition during two separate observations.

Access to Evaluators

The Canadian Snowboard Coaching Program has completed training of a core group of Evaluators. The Evaluators have been selected on a regional basis to ensure coaches in all provinces/territories will have an opportunity to move from trained to certified status for Comp Intro however at the Comp Dev level, evaluators are selected based on their experience and knowledge and numbers are limited.

Coaches can book evaluations online at www.canadasnowboard.ca under the "Coaching" tab, or if one is not available, please email coach@canadasnowboard.ca to request one. Scheduling evaluations will depend on CSCP Evaluator

availability, and the event calendar. Please remember, the coach portfolio must be submitted and marked prior to attending an in-practice OR in-competition evaluation.

Role of the Evaluator

During an evaluation, the evaluator's job is to EVALUATE, not TEACH. However, the evaluation process should be a positive learning experience, and some feedback is required. The evaluation tools are designed to allow for the provision of objective feedback. Each form has room for the evaluator to record subjective comments. The evaluator may use this opportunity to validate those tasks particularly well done, thus reinforcing positive coaching behaviours. He/she may also use the opportunity to explain why he/she did not believe that some coaching behaviours were adequately demonstrated. In such cases, the evaluator's comments must be constructive and provide the candidate with a clear direction for improvement (e.g. more practice, talking to more experienced coaches, reviewing the course materials, etc.). It is essential that every candidate walk away from the process feeling that they have learned something, regardless of the outcome.

Before the Evaluation

- The candidate and the evaluator will work together to determine when each component will be evaluated.

- Evaluation will not take place during or immediately following a CSCP Competition Development Course.

- It is strongly recommended that candidates must complete a minimum of season of coaching between completion of the workshop and evaluation (exception is the NCCP Make Ethical Decisions module – see below). During this time, it is expected that the candidate will be working with athletes on a regular basis and applying the concepts they have learned from the training.

- Candidates must submit practice and season plans, with an EAP for the practice plan, for evaluation a minimum of two (2) weeks before the scheduled date of an on-site evaluation. On-site evaluations will only be done after practice and season plans have been evaluated and meet the minimum standards.

- Evaluation of Make Ethical Decisions (MED) will be done online, using a multisport format, and will be considered completed once the eLearning is completed. For more information on the MED, visit the Coaching Association of Canada website at www.coach.ca.

How Each Outcome Will Be Evaluated

Outcome	Method of Evaluation	Performance Criteria
Make Ethical Decisions	Completion of the NCCP Make Ethical Decisions	Reflect on the importance of behaving respectfully toward participants, officials, parents and spectators. Identify key issues in a common scenario that could be encountered in the Competition - Introduction context. Describe a course of action for dealing with this situation that is consistent with the values and philosophy of the NCCP.
Design a Basic Program	Written submission to be evaluated by submitting an 8-12-week season program planning calendar, as well as 3 practice plans that demonstrates that the coach is using the information in the season plan for early, mid and late season training. Must be submitted for evaluation at the same time as practice plan and EAP.	Outline program structure based on available training and competition opportunities. • Identify competition schedule and number of competitions. • Identify length of each period of the program (preparation, competition, transition). • Identify number, duration and frequency of training sessions in each period of the program. Identify program measures to promote athlete development. • Identify and analyze training to competition ratios in the program. • Identify strategies to address aspects of the program that are inconsistent with the C~S Long Term Athlete Development (LTAD) model. Develop practice plans that integrate seasonal training priorities. • Identify athletic ability and training objectives for early, mid and late season training. • Demonstrate effective use of available training time during these times of the season. • Design practice plans that are consistent with the analysis described above.
Plan A Session	Written submission to be evaluated. The practice plan and EAP must be submitted and	Adapt pre-designed activities and/or design an activity appropriate for the age group and skill/performance level. Design a practice plan that includes the following: • Identification of objectives

Outcome	Method of Evaluation	Performance Criteria
	evaluated at least two weeks prior to the scheduled on-site evaluation. The practice plan that is evaluated must match the practice that is delivered for the on-site evaluation session. If the practice plan does not meet the minimum evaluation standard, it must be resubmitted and meet standard prior to on-site evaluation.	• Appropriate structure and organization • Identification of risk factors • Appropriate use of time and space • Appropriate selection and sequencing of activities • Identification of key performance factors • Emergency action plan (EAP)
Provide Support to Athletes in Training	Formal on-site evaluation during delivery of a practice session to stage 5/6 athletes.	Deliver a practice session that is adapted for the given athlete group, is age/skill appropriate and includes the following elements: • Demonstrate common safety protocol including equipment adjustment check. • Teach basic skill progressions as per CSCP Technical Skills Progression. • Demonstrate and effectively apply appropriate teaching principles. • Demonstrate proper practice structure and organization. • Include an appropriate fitness-training component.
Support the Competitive Experience	Formal on-site evaluation during an appropriate level event with stage 5/6 athletes. A Coach-Evaluator debrief will follow the competition to gather additional evidence and clarify the Coach's role and intentions before, during and after the event.	Before the competition, implement procedures that promote readiness for performance. The coach will: • Assist the athlete to define competition specific process and performance goals that are consistent with yearly training/performance objectives. • Assess the athlete's mental state relative to the demands of the competition and implements pre-event procedures to help the athlete achieve an ideal performance state. • Identify and establish stage appropriate pre-race/event tactics based on an analysis of the athlete and the other opponents, and that is consistent with the rules of the competition.

Outcome	Method of Evaluation	Performance Criteria
		• Monitor and provide nutritional and hydration guidance to assist in performance. • Oversee any final adjustments to equipment to maximize performance. • Effectively manages their own anxiety/stress level so as not to become a distraction to the athletes. During the competition, make decisions and interventions that promote performance. The coach will: • Provide information to identify **what** and **how** to achieve greater performance. • Analyze key performance factors during the competition to identify potential causes of error and/or areas for improvement. • Make interventions to provide strategic information, adjust equipment, or implement mental strategies. • Assess the timing of interventions (or decision not to intervene) during the competition. • Make adjustments to the tactics and strategies in response to how the competition unfolds, or significant events during the competition. After the competition, use the competitive experience to further the athlete's development. The coach will: • Assess the competitive strategies/plan and identify what aspects were successful and a rational for what could be improved. • Debrief performance with athletes and provide constructive feedback that identifies how to improve. • Use post-competition assessment to identify goals or objectives for future competitions • Assist athletes to reflect upon and choose successful tactics/strategies for subsequent competitive experiences • Implement recovery strategies to maintain optimal performance Throughout the competition, oversee logistics and support to create favourable conditions for performance. The coach will: • Provide athletes/parents necessary information pertaining to travel, accommodation, competition

Outcome	Method of Evaluation	Performance Criteria
		schedules, competition location, etc. • Provide clear procedures and team regulations pertaining to expected standards of behaviour while away from home. • Coordinate safe and timely athlete and equipment transportation. • Clarify competitive rules before the competition, and communicates the information to athletes, parents, etc.
Manage a Program	Written Submission to be evaluated.	Submit a collection of documents containing the following information: • Outlines the philosophy and objectives of your program. • Identifies expectations for behaviour and commitment for athletes, coaches, parents and staff and outlines appropriate consequences when behaviours are not met. • Provides a schedule of competition and commitments for presentation to parents and athletes. • Present an assessment of relevant performance factors that the coaches training plan is based on. • A privacy of information policy outlining steps to maximize confidentiality. • Method of collecting emergency medical information and the handling of this information. • Report on Athlete progress through program: • List relevant performance factors • Identify appropriate level of progression for an athlete at this stage and 'next steps' for athletes

Marking System

NOTE: **Automatic Score of 0, meaning "Not Ready – Needs to be Re-evaluated in this Outcome"**

The demonstration of one or more of the following behaviours during an evaluation will result in an automatic score of 0 of the specific outcomes being evaluated. The coach must be re-evaluated in this outcome.

1. SAFETY -- Endangering the health of an athlete or any other person regardless of whether the behaviour was accidental or intentional.

2. HARASSMENT AND/OR ABUSE -- Demonstrating harassing or abusive behaviour towards an athlete or any other person. Harassing behaviour may consist of repeatedly humiliating or intimidating someone, making racist comments, threatening someone with physical harm, making cruel personal jokes or teasing someone about their body or sexual orientation. Abusive behaviour may consist of name calling, swearing, threatening, ridiculing, intimidating, isolating, hazing, ignoring a person's needs, slapping, hitting, shaking, kicking, pulling hair, pulling ears, striking, shoving, grabbing or excessive exercise as a form of punishment

3. DISREGARD FOR FAIRPLAY – Violating CSCP rules and/or the Coaching Association of Canada Code of Ethics/Conduct.

4. LOSS OF CONTROL OF ATHLETE GROUP – Athletes clearly not responding to directions of coach by wandering off, and/or not following instructions, and/or displaying unsafe, abusive and/or harassing behaviour.

5. DEMONSTRATION OF DISRESPECT FOR ATHLETES, PEERS, VOLUNTEERS & EQUIPMENT – Violation of the NCCP's Code of Ethics/Conduct.

6. INADEQUATE TECHNICAL KNOWLEDGE – Coach does not incorporate and teach CSCP Techniques

The next pages provide an overview of the four coaching outcomes and main performance criteria for the CSCP Competition Introduction Advanced context

Cost of Evaluation

ONLINE EVALUATIONS

Estimated cost of online evaluations: $20.00 - $30.00

Note: This fee is paid online, directly to CAC

PROVIDE SUPPORT TO ATHLETES IN TRAINING

PROVIDE SUPPORT TO ATHLETES IN COMPETITION

PLAN A PRACTICE

DESIGN A BASIC SPORT PROGRAM

Estimated cost of on-site evaluation: $250.00

plus, travel expenses for evaluator   (+ Evaluator Expenses)

CD Evaluation includes:

- Evaluation of Portfolio
- In Training Evaluation
- In Competition Evaluation

_____

Approximate Total Evaluation Cost: **$280.00**

(Exclusive of evaluator travel expenses)

Evaluation Process Timelines

Action	Timeline
Complete the CD On-Snow Workshop	6 days
Applied Active Coaching	A season
Coach contacts C~S Sport Development Manager (SDM) to initiate evaluation process and coordinate fee payment	5 weeks prior to onsite evaluation date
C~S SDM selects evaluator; Evaluator contacts coach to set up date & location of on-site evaluation	4 weeks prior to onsite evaluation date
Coach submits to Evaluator: • Entire Portfolio with all required prices	2-3 weeks prior to onsite evaluation date
Portfolios are evaluated and meet minimum standard; Evaluator confirms date of on-site evaluation	1 week prior to on-site evaluation date
On-site evaluation and debrief day 1 (Support in Training)	Date of on-site evaluation
On-site evaluation and debrief day 2 (Support in Competition)	Date of on-site evaluation
Evaluator will: • Provide final results to coach • Complete and submit a NCCP Course Registry form to C~S SDM. The Evaluator will keep a copy for his/herself. • An NCCP Course Registry Form cannot be completed or submitted until all Four snowboard-specific outcomes are evaluated and successfully completed. • Copies of NCCP Course Registry Form will be forwarded to the CAC & CSCP by the Evaluator • A copy of the CSCP on-site evaluation summary sheet, pre-observation checklist and action plan template should be provided to the coach, Evaluator and provincial/territorial office if one exists	1-2 weeks after on-site evaluation

Note: Evaluation of the outcome: Make Ethical Decisions is done directly online by the coach when he or she feels ready through the Coaching Association of Canada.

Appendix

The following "Sportification Tables" have been included in this document to help the coach candidate adequately complete the CSCP Competition Development Portfolio and prepare for observation by a CSCP Evaluator. The tables outline the NCCP (and CSCP) Coach Standards and an achievement scale for each outcome's criteria. For additional information refer to *NCCP_Evaluation_Toolkit_JUNE_2011.*

Appendix 1: Make Ethical Decision

Outcome: Make Ethical Decisions
Criterion: Apply a 6-step ethical decision-making process

Achievement	Evidence: Add Sport-specific Examples
NCCP Standard Core Certification National Coaching Certification Program	❑ Has completed the NCCP Make Ethical Decisions available online in The Locker eLearning tab ○ Appropriately use the terminology related to the NCCP MED process ○ Identify the facts in a series of context-appropriate complex scenarios that feature both legal/ethical implications ○ Identify what is at stake (i.e. legal vs. ethical, and potential reasons for ethical issues) in a series of context-appropriate complex scenarios that feature both legal/ethical implications ○ Identify potential decisions that could be made, or actions undertaken, and consider what might result in each case ○ Identify the pros and cons of each potential decision that could be made ○ Select an option for the decision that is consistent with the pros identified ○ Correctly identify factors that can influence decision-making in the situation proposed ○ Correctly recognize the moral dilemma(s) present in a complex, context-specific situation [A complex scenario requires the interpretation of a legal and ethical issue that has multiple (> 3) decisions including several (> 6) consequences and stakeholders (> 3).] ○ Apply the "Do no harm principle" in the process of validating the option for decision ○ Develop an action plan by identifying appropriate measures and steps to be implemented ○ Use the "Warn, don't threaten" approach when implementing actions or decisions

Outcome: Make Ethical Decisions	
Criterion: Develop and communicate a coaching philosophy that adheres to the NCCP Code of Ethics	
Achievement	**Evidence: Add Sport-specific Examples**
Highly Effective	**Meet "Above Standard" and:** ❑ To be determined upon completion of NCI Diploma / Competition – Development Advanced Gradation pilots
Above Standard	**Meet "Standard for Core Certification" and:** ❑ To be determined upon completion of NCI Diploma / Competition – Development Advanced Gradation pilots
NCCP Standard Core Certification *National Coaching Certification Program*	❑ Include clear and concise messages in your coaching philosophy ❑ Ensure that your coaching philosophy adheres to the NCCP Code of Ethics ❑ Ensure that your coaching philosophy adheres to the SPORT's Code of Conduct ❑ Identify the purpose of your coaching in the philosophy ❑ Identify your coach values in the philosophy ❑ Identify your leadership style in the philosophy ❑ Provide evidence of communication of philosophy to athletes, parents, and other stakeholders as appropriate
Below Standard	❑ To be determined upon completion of NCI Diploma / Competition – Development Advanced Gradation pilots

Appendix 2: Provide Support to Athletes in Training

Outcome: Provide Support to Athletes in Training
Criterion: Ensure that the practice environment is safe

Achievement	Evidence: Add Sport-specific Examples
Highly Effective	**Meet "Above Standard" and:** ❑ Implement safety measures and preventative actions that reflect learning from past experiences ❑ Teach and model safety measures and preventative actions to other coaches ❑ Share reflections on established sport risk management guidelines and make decisions that ensure athlete safety (short-term and long-term) and to enhance safety practices in sport ❑ Recommend actions or procedures that can contribute to enhancing established safety practices ❑ The coach's safety measures, and preventative actions are used as a model within the sport
Above Standard	**Meet "Standard for Core Certification" and:** ❑ Present an emergency action plan (EAP) that reflects improvements based on previous implementation ❑ Forecast on potential safety issues and make appropriate preventative adjustments to the practice environment ❑ Effectively implement an emergency procedure adapted to the sport in case of injury or accident

NCCP Standard for Core Certification
 	
National Coaching Certification Program
	❑ Survey the practice site
	❑ Minimize risk to athletes before and throughout the practice (e.g., appropriate use of equipment, adapting to environmental factors, and other factors as identified by the sport)
	❑ Reinforce and teach appropriate competitive rules to enable a safe practice environment
	❑ Present an emergency action plan (EAP) that contains elements specific to the practice facility being used:
	    o Location of telephones are identified (cell and land lines)
	    o Emergency telephone numbers are listed
	    o Location of medical profiles and coordinates for each athlete under the coach's care is identified
	    o Location of fully stocked first-aid kit identified
	    o Advance "call person" and "charge person" are designated
	    o Directions to reach the activity site are provided

Below Standard	❑ Recognize the potential risks but does nothing to adjust the practice to enable safety. ❑ Present an incomplete emergency action plan (less than six of the critical elements) ❑ Do not survey practice environment prior to practice ❑ Seem unaware of potential risks to safety ❑ Do not address dangerous factors in the training environment ❑ Do not reinforce or teach competitive rules to enable a safe practice environment

Outcome: Provide Support to Athletes in Training	
Criterion: Implement an appropriately structured and organized practice	
Achievement	**Evidence: Add Sport-specific Examples**
Highly Effective	**Meet "Above Standard" and:** ❑ Engage athletes in maintaining a high degree of structure, organization, and efficiency for the practice ❑ Give athletes opportunities to apply creative solutions and to offer suggestions that enhance the learning environment ❑ Use creative and innovative methods or strategies to optimize organization, transitions between activities, and use of time during practice ❑ Work with other coaches to define appropriate roles in the organization and structure of practice ❑ Structure and organization of the practice are used as a model for other coaches
Above Standard	**Meet "Standard for Core Certification" and:** ❑ Address individual athlete needs in a way that preserves the practice structure and organization for the group ❑ Implement practice activities to assist athletes to read appropriate cues that can be recognized by both the athlete and coach while the athlete is performing a given task or activity ❑ Implement practice activities that enhance effective decision-making by the athlete(s), and enable athlete(s) to take greater ownership over decisions that may be required during competition ❑ Implement appropriate mental training strategies (visualization, relaxation, re-focusing, arousal control) during the practice to assist athletes to achieve task goal or practice objective based on demands that may be encountered during competition
NCCP Standard for Core Certification National Coaching Certification Program	❑ Welcome athletes prior to practice ❑ Communicate the practice goals/objectives to athletes ❑ Dress appropriately for active coaching ❑ Present a practice plan with well-defined goals and objectives (this could be the plan from the Plan a Practice outcome or a plan from the Design a Sport Program outcome) ❑ Ensure equipment is available and used appropriately throughout the practice ❑ Ensure available space is used appropriately throughout practice ❑ Ensure main practice segments are evident (warm-up; main part; cool-down) ❑ Ensure activities and their duration are appropriate for each segment ❑ Ensure practice activities are consistent with training priorities and developmental objectives of SPORT's yearly program ❑ Match delivery of practice with practice plan's goal(s) ❑ Develop skill(s), tactics, and/or athletic abilities in the main part of the practice ❑ Sequence practice activities adequately to enhance learning or specific training effects ❑ Maximize practice time such that participants have appropriate duration, transition, and waiting times ❑ Provide breaks for appropriate recovery and hydration
Below Standard	❑ Do not use appropriate warm-up activities ❑ Do not provide evidence of a practice plan ❑ Do not clearly divide practice into main segments ❑ Do not provide clear practice goals ❑ Use space and time poorly ❑ Use activities that are not appropriate for athletes of the Competition – Development context

Outcome: Provide Support to Athletes in Training	
Criterion: Make interventions that enhance learning and are aimed at improving the athletes' performance	
Achievement	**Evidence: Add Sport-specific Examples**
Highly Effective	**Meet "Above Standard for Core Certification" and:** ❑ Teach athletes to self-analyze and self-monitor their own performance in order to become more independent in solving training- and performance-related decision-making problems ❑ Work with other coaches to identify optimal corrective measures to enhance athlete performance ❑ Model and teach effective coaching interventions to other coaches at the same context ❑ **Enable athletes to take greater ownership over specific performance factors and learning objectives**
Above Standard	**Meet "Standard for Core Certification" and:** ❑ Use technology to gather information about athletes' performance and learning, or to enhance learning in athletes ❑ Encourage calculated risks in accordance to the NCCP Code of Ethics ❑ Recognize the difference between learning and performance and reflect these distinctions in the choice of activities or practice conditions ❑ Identify interventions that are evaluative, prescriptive, and descriptive, and consciously select the right type given the circumstances ❑ Implement interventions that identify **when** to make appropriate decisions to enhance performance of a skill or tactic ❑ Provide individualized mental training strategies for each athlete based on performance needs and personal characteristics ❑ Provide a rationale for choosing interventions that are used during the practice ❑ Provide feedback or questioning strategies that assist the athlete to recognize **what to** focus on and **how to** do it in order to achieve positive mental training throughout the practice
NCCP Standard for Core Certification	❑ Create opportunities to interact with all athletes ❑ Position demonstrator so that all athletes can see and hear clearly when using self or others to model desired performance ❑ Ensure explanations are clear and concise and provide opportunities for athletes to ask questions ❑ Identify individual learning styles (auditory, visual, kinaesthetic) and provide appropriate interventions that optimize learning ❑ Explain 1-3 key factors or teaching points and check for clarification ❑ Align key learning points with sport's skill development model and adapt to the level of the athletes ❑ Use sport's "referent model" to detect and correct performance ❑ Provide constructive feedback and instruction towards both the group and individuals ❑ Identify appropriate expectations for athlete behaviour and reinforce these expectations when appropriate ❑ Facilitate awareness and promote critical thinking by using quality questions on a regular basis and by consciously determining when to inhibit feedback ❑ Promote a positive image of the SPORT and model the image to athletes and other stakeholders ❑ Uses respectful language towards athletes when providing verbal interventions

Outcome: Provide Support to Athletes in Training	
Criterion: Make interventions that enhance learning and are aimed at improving the athletes' performance	
Achievement	**Evidence: Add Sport-specific Examples**
Below Standard	❑ Use an explanation but do not identify any key learning points ❑ Use demonstration but do not position participants to see and hear ❑ Make limited intervention to clarify key learning objectives ❑ Do not recognize when an intervention is needed in order to enhance the learning potential of a situation or activity ❑ Make interventions that are not purposeful and do not contribute to enhancing learning for the athlete

Outcome: Provide Support to Athletes in Training	
Criterion: Makes adjustments to the practice based on athletes' response to the training tasks	
Achievement	**Evidence: Add Sport-specific Examples**
Highly Effective	**Meet "Above Standard" and:** ❑ Work with other coaches to identify and implement adjustments during the practice to enhance achievement of practice goals and objectives ❑ Make adjustments to practice based on consultation with other training specialists (physiotherapists, doctors, trainers, and sport psychologists) ❑ Create modifications that can be made to activities given specific training objectives and athlete needs ❑ Make adjustments to activities in order to verify the degree of learning by the athlete, as opposed to limiting his or her judgments to performance alone
Above Standard	**Meet "Standard for Core Certification" and:** ❑ Adjust progressions to ensure optimal achievement of practice objectives, and provide rational for choice of progression based on observations made during the practice ❑ Select appropriate mental strategy (visualization, relaxation, re-focusing, arousal control) to facilitate athlete to achieve practice goal or objective based on observation made during the practice ❑ Adjust individualized mental training activities for each athlete based on performance needs and personal characteristics ❑ Provide an appropriate rationale for your decisions
NCCP Standard for Core Certification National Coaching Certification Program	❑ Modify practice activities to deal with specific circumstances or logistics (e.g., weather, timing, resources, etc.) as required ❑ Adapt practice activities or practice conditions where necessary to provide appropriate challenges from a technical, tactical, physical, or decision-making point of view ❑ Reduce or increase work intensity, work periods, or length of pauses as necessary to account for athletes' fitness and/or fatigue, consistent with practice goals ❑ Implement and adapt corrective measures based on defined "referent model" used to analyze the cause of performance errors during practice ❑ Facilitate achievement of task goal (training objective) by modifying practice conditions to increase cognitive effort, promote effective decisions, and regulate intensity based on fitness and/or fatigue ❑ Provide appropriate rationale for coaching decisions and justify how adjustments enhance the practice objectives

Below Standard	❑ Make adjustments to activities in which athletes are not learning that are incomplete and do not improve the situation
	❑ Make adjustments that simplify or elevate the degree of difficulty of tasks that do not improve the situation
	❑ Do not recognize that an activity clearly requires adjustments for safety reasons
	❑ In a situation where learning is clearly not occurring during an activity:
	    ○ Do not recognize the causes of the situation (emotional, cognitive, physical/motor)
	    ○ Do not adjust the demands of the task in order to make it a reasonable challenge for athletes
	❑ In a situation where the task is clearly too easy for the athletes:
	    ○ Do not recognize the situation
	    ○ Do not adjust the demands of the task in order to make it a reasonable challenge for athletes
	❑ Do not provide a rationale for any adjustment made to activities during the practice

Outcome: Provide Support to Athletes in Training	
Criterion: Implement protocols and methods that contribute to the development of athletic abilities relevant to the sport	
Achievement	**Evidence: Add Sport-specific Examples**
Highly Effective	**Meet "Above Standard" and:** ❑ Develop new and innovative general and/or sport-specific training protocols that are consistent with scientific principles ❑ Mentor other coaches to effectively implement training methods and protocols for all relevant athletic abilities ❑ Use of methods and protocols by the coach to develop and/or maintain athletic abilities relevant to SPORT are used as a model for other coaches of the Competition – Development context
Above Standard	**Meet "Standard for Core Certification" and:** ❑ Select and implement training protocols and methods to address individual athlete weaknesses ❑ Adapt loading parameters for specific methods to reflect individual variables such as training background, previous injuries, etc. ❑ Use new and innovative training protocols and methods consistent with current scientific research data and sport-specific observations at the elite level ❑ Consult with specialist(s) (physiotherapists, doctors, trainers) to identify advanced strategies to address individual fitness training needs of athletes to enhance training of physical abilities in practice ❑ Correctly implement training methods and protocols to develop and/or maintain <u>all</u> athletic abilities relevant to SPORT
NCCP Standard for Core Certification	❑ Implement general and sport-specific training protocols and methods to appropriately develop and/or maintain (each sport should identify the ones that are relevant to sport context and required for certification purposes): o Aerobic endurance; maximal aerobic power; speed; speed-endurance; flexibility; coordination; balance; agility; maximum strength; strength-endurance; speed-strength ❑ Ensure selected training protocols and methods are adapted to the age and training experience of the athletes ❑ Ensure selected training protocols and methods are adapted to the time of the yearly program ❑ Ensure the use of training protocols and methods is based on an evaluation of performance and comparison with normative data for the sport/discipline/gender/age group
Below Standard	❑ Implement a limited number of methods that effectively contribute to the development of some athletic abilities relevant to SPORT ❑ Identify and implement training protocols and methods that are adequate given the age of the athletes, but that are not adapted to their training experience ❑ Implement training protocols and methods that are not adequate or sufficiently sport-specific given the time of the yearly program ❑ Do not purposely create conditions whereby athletic abilities relevant to SPORT are trained during practice ❑ Do not implement methods that effectively contribute to the development of athletic abilities relevant to SPORT

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Appendix 3: Analyze Performance

Achievement	Evidence: Add Sport-specific Examples
Outcome: Analyze performance	
Criterion: Detect technical elements that have to be improved or refined to enhance performance and/or to prevent injuries.	
Highly Effective	**Meet "Above Standard" and:** ❑ Facilitate the athlete(s) to detect key technical performance factors and to understand how and why these errors affect overall performance ❑ Work with other coaches to detect athlete performance and mentor other coaches to identify critical elements in the detection of athlete performance ❑ Coach's approach/method for analyzing technical performance is used as a model by the sport
Above Standard	**Meet "Standard for Core Certification" and:** ❑ Use a variety of observational strategies (e.g., positioning, video, other coaches, etc.) to identify the most critical aspects of performance ❑ Make appropriate use of technology/methods to conduct technical analyses (notational analysis; specialized software; video; etc.) and provide specific evidence to reinforce analysis of performance ❑ Correctly and consistently apply biomechanical principles while performing analyses of advanced sport-specific technical elements ❑ Correctly and consistently apply biomechanical principles to identify potential risks of sport injury resulting from incorrect technical execution ❑ Consistently observe technical elements from the best vantage points and scan all the athletes ❑ Consistently communicate **how** and **why** the critical error contributes to the performance
NCCP Standard for Core Certification	❑ Observe technical execution from adequate vantage point(s) as defined by the sport ❑ Identify outcome (intention) of a technical skill and specify performance factors that define optimal performance based on sport-specific referent model ❑ Identify critical cause(s) that may contribute to improved technical performance (e.g., athletic abilities, equipment, environmental factors, mental strategies, etc.), and select the most critical one(s) that impact performance ❑ Communicate how and why the critical error(s) impact(s) performance, including implications from an injury prevention or from a tactical point of view where appropriate ❑ Identify critical decisions or decision-making factors (including timing of decision) that must be considered by athletes while performing specific technical elements ❑ Correctly identify potential impact(s) on individual or team tactics that may result from incorrect execution of technical elements ❑ Reinforce application of competitive rules that relate to skill execution when appropriate ❑ Identify critical programming decisions that have to be made in the short-term to correct the technical elements identified

Outcome: Analyze performance

Criterion: Detect technical elements that have to be improved or refined to enhance performance and/or to prevent injuries.

Achievement	Evidence: Add Sport-specific Examples
Below Standard	- Observe the skill from only a single vantage point to detect performance factors - Explain **how** the error relates to the overall performance but do not indicate **why** - Identify some performance factors that contribute to errors in performance, but do not select the most critical factor that will have the greatest impact on performance - Scan the practice environment infrequently and pay little attention to skill execution - Identify effort and motivational factors that contribute to lack of performance rather than key technical or tactical factors - Do not correctly use or refer to the skill development/progression checklist of SPORT to evaluate technical execution

Outcome: Analyze performance

Criterion: Correct technical elements that have to be improved or refined to enhance performance and/or to prevent injuries

Achievement	Evidence: Add Sport-specific Examples
Highly Effective	**Meet "Above Standard" and:** - Based on the estimate of the amount of time/volume of work necessary to achieve the desired effects, assess the impact of implementing technical corrections on future training activities - Based on the estimate of the amount of time/volume of work necessary to achieve the desired effects, assess the impact of implementing technical corrections on the athlete's ability to perform in competition, and make appropriate decisions regarding athlete's participation in such competitions - Work with other coaches to correct athlete performance and mentor other coaches to identify optimal corrective measure - Coach's approach/method for correcting technical performance is used as a model by the sport - Facilitate athlete(s) to identify individual technical corrections by asking open-ended questions and by involving them in a critical thinking process (e.g., What did you do? What should you do? What are you going to do to get better results?)
Above Standard	**Meet "Standard for Core Certification" and:** - Identify the amount of time/volume of work that may be necessary to achieve the desired effects in correcting/enhancing technical performance - Prescribe highly individualized or adapted activities to assist the athlete in making technical performance correction - Consistently identify *why* the correction will have a beneficial effect on performance, *what* to improve, and *how* to improve technical performance - Help athletes to increase awareness of errors in technical execution by asking appropriate questions - Consistently focus athletes' attention towards external cues or on the anticipated effects of the movement

Outcome: Analyze performance

Criterion: Detect technical elements that have to be improved or refined to enhance performance and/or to prevent injuries.

Achievement	Evidence: Add Sport-specific Examples
NCCP Standard for Core Certification	❑ Identify specific corrective measures based on analysis of potential causes of performance errors, consistent with the skill/development progression checklist or "referent model' defined by SPORT ❑ Identify why the correction will have a beneficial effect on performance and how to improve performance using prescriptive interventions ❑ Use adequate demonstrations to model correct performance ❑ Prescribe an appropriate activity and/or drill to assist athlete to make correction in performance ❑ Ensure adequate motor engagement in the corrective task or activity for each athlete, and identify if level of difficulty in the task is relevant to athletes' capabilities ❑ Ensure corrections focus athletes' attention towards external cues, or on the anticipated effects of the movement rather than the way the movement is performed (Internal focus). E.g., external focus: "Concentrate on keeping a specific object or implement in a certain position during the movement" versus Internal focus: "Concentrating on keeping a specific part of the body in a certain position during the movement" ❑ Reinforce application of competitive rules that relate to skill execution when appropriate ❑ Where appropriate, ask participant's consent for physical contact when assisting in correcting a skill error
Below Standard	❑ Observe movement phases consistent with the skill/development progression checklist of the CSCP, but do not implement these guidelines in the field ❑ Correct the athlete(s) by indicating *what* they did rather than identifying specific strategies for how to improve technical performance ❑ Prescribe activities and/or drills that only partially assist the athletes in correcting technical performance ❑ Provide corrections that identify vague external factors rather than specific factors that contribute to improved technical performance ❑ Do not prescribe appropriate activities and/or drills to assist athlete in correcting technical elements

Outcome: Analyze performance	
Criterion: Detect tactical elements that have to be improved or refined to enhance performance	
Achievement	**Evidence: Add Sport-specific Examples**
Highly Effective	**Meet "Above Standard" and:** ❑ Facilitate the athlete(s) to detect key tactical performance factors and to understand how and why these errors affect overall performance ❑ Work with other coaches to detect individual or team tactics/strategies and mentor other coaches to identify critical elements in the detection of tactic or strategy ❑ Coach's approach/method for analyzing tactical performance is used as a model by the sport
Above Standard	**Meet "Standard for Core Certification" and:** ❑ Use a variety of observational strategies (e.g., positioning, video, other coaches, etc.) to identify the most critical aspects of tactical performance ❑ Make appropriate use of technology/methods to conduct tactical analyses (notational analysis; specialized software; video; etc.) and provide specific evidence to reinforce analysis of performance ❑ Provide a rationale for identifying appropriate tactics/strategies that need improvement based on sport-specific analysis of performance of own athletes, or opposition where appropriate ❑ Consistently observe tactical elements from the best vantage points and scan all the athletes ❑ Consistently communicate **how** and **why** the critical error contributes to the performance
NCCP Standard for Core Certification *National Coaching Certification Program*	❑ Analyze opponents, athletes coached, and/or event for strengths, weaknesses, and opportunities ❑ Observe tactical execution from adequate vantage point(s) as defined by the sport ❑ Correctly use tactical development/progression checklist or "referent model" defined by the CSCP to evaluate tactical execution of an athlete's performance ❑ Identify outcome (intention) of a tactic/strategy and specific performance factors that define optimal performance based on sport-specific referent model ❑ Identify critical cause(s) that may contribute to an enhancement of a tactic/strategy (e.g., athletic abilities, equipment, environmental factors, mental strategies, etc.), and select the most critical one(s) that impact performance ❑ Communicate how and why the critical error(s) impact(s) performance ❑ Identify critical decisions and/or decision-making factors (including timing of decision) that must be considered by athletes while performing specific tactics/strategies ❑ Correctly identify potential technical elements that may impact the execution of individual or team tactics/strategies ❑ Reinforce application of competitive rules that relate to tactics/strategies when appropriate ❑ Identify critical programming decisions that have to be made in the short-term to correct the tactical elements identified
Below Standard	❑ Observe the tactical elements from a single vantage point to detect performance factors ❑ Only explain **how** the error relates to the overall tactical performance but do not indicate **why** ❑ Identify some performance factors that contribute to errors in tactical performance, but do not select the most critical factor that will have the greatest impact on performance ❑ Scan practice environment infrequently and pay little attention to the execution of tactical elements ❑ Identify effort and motivational factors that contribute to lack of performance rather than key tactical factors ❑ Do not correctly use or refer to the tactical development/progression checklist of SPORT to evaluate tactical execution

Outcome: Analyze performance	
Criterion: Correct tactical elements that have to be improved or refined to enhance performance	
Achievement	**Evidence: Add Sport-specific Examples**
Highly Effective	**Meet "Above Standard" and:** ❑ Based on the estimate of the amount of time/volume of work necessary to achieve the desired effects, assess the impact of implementing tactical corrections on future training activities ❑ Based on the estimate of the amount of time/volume of work necessary to achieve the desired effects, assess the impact of implementing tactical corrections on the athlete's ability to perform in competition, and make appropriate decisions regarding athlete's participation in such competitions ❑ Coach's approach/method for correcting tactics/strategies is used as a model by the sport ❑ Work with other coaches to correct tactic/strategy and mentor other coaches to identify optimal corrective measure ❑ Facilitate athlete(s) to identify individual tactical corrections by asking open-ended questions and by involving them in a critical thinking process (e.g., What did you do? What should you do? What are you going to do to get better results?)
Above Standard	**Meet "Standard for Core Certification" and:** ❑ Identify the amount of time/volume of work that may be necessary to achieve the desired effects in correcting/enhancing tactical performance ❑ Prescribe highly individualized or adapted activities to assist the athlete or team in applying the appropriate tactic/strategy ❑ Consistently identify *why* the correction will have a beneficial effect on performance, *what* to improve, and *how* to improve tactical performance ❑ Help athletes to increase awareness of errors in tactical execution by asking appropriate questions
NCCP Standard for Core Certification	❑ Identify specific corrective measures based on analysis of potential causes of tactical/strategic errors, consistent with the skill/development progression checklist or "referent model' defined by the CSCP ❑ Identify why the correction will have a beneficial effect on performance and how to improve tactic/strategy using prescriptive interventions ❑ Evaluate when a specific intervention (teaching/modification of activity) is needed based on systematic observation of individual or team tactics and whether corrective measure will produce desired effects ❑ Use adequate demonstrations to model tactic or strategy ❑ Prescribe an appropriate activity and/or drill that assists athlete to make correction in tactic/strategy ❑ Ensure adequate motor engagement in the corrective task or activity for each athlete and identify if level of difficulty in the task is relevant to athletes' capabilities ❑ Make appropriate tactical/strategic decisions based on specific analysis of competitive event ❑ Ensure that corrective measures replicate competition-like situations that will allow athletes to implement tactical/strategic corrections ❑ Reinforce application of competitive rules that relate to tactical/strategic intentions when appropriate
Below Standard	❑ Observe tactical execution consistent with the progression checklist of the CSCP, but do not implement these guidelines in the field ❑ Correct the athlete(s) by indicating **what** they did rather than identifying specific strategies for how to improve tactical performance ❑ Prescribe activities that only partially assist the athletes in correcting tactical performance ❑ Provide corrections that identify vague external factors rather than specific factors that contribute to improved tactical performance ❑ Do not prescribe appropriate activities and/or to assist athlete in correcting tactical performance

Outcome: Analyze performance	
Criterion: Evaluate if the athlete's sport-specific fitness level is adequate for performance and for continued progression in the sport	
Achievement	**Evidence: Add Sport-specific Examples**
Highly Effective	**Meet "Above Standard" and:** ❑ Work with other coaches to implement testing procedure and protocols, and mentor other coaches in interpreting the results ❑ Present the evaluation of sport-specific fitness/athletic abilities as a model for other coaches in the CSCP ❑ Contribute to the development of new and innovative general and sport-specific evaluation methods, consistent with scientific principles ❑ Cross-reference the progresses made by athletes' in specific test with quantification analyses of training activities done over time in order to evaluate the effectiveness of own yearly program
Above Standard	**Meet "Standard for Core Certification" and:** ❑ Make recommendations for talent identification and/or specialization based on sport-specific fitness for athletic abilities identified by the CSCP's long-term development plan ❑ Make recommendations for talent identification and/or specialization based on sport-specific fitness for athletic abilities identified by the CSCP's long-term development plan ❑ Implement a regular monitoring system to evaluate fatigue to prevent overtraining and minimize injuries ❑ Implement a regular monitoring system to track the evolution of specific performance factors/abilities and to measure athlete progress ❑ Correctly identify the amount of time/volume of work that may be necessary to achieve the desired effects while seeking to improve specific athletic abilities ❑ Make short and mid-term adjustments to the athletes' training program in order to reflect the degree to which athletic abilities are developed, and articulate a sound, evidence-based rationale for doing so
NCCP Standard for Core Certification National Coaching Certification Program	❑ Implement field or lab tests to evaluate athletes' sport-specific fitness in the relevant athletic abilities for snowboarding: aerobic endurance; maximal aerobic power; speed; speed-endurance; flexibility; coordination; balance; agility; maximum strength; strength-endurance; speed-strength ❑ Interpret the results of field or lab tests by comparing them to (1) normative data that are appropriate to the athletes' gender, age, and discipline, and (2) previous evaluation results ❑ Make adjustments to weekly or monthly training schedules based on test results (e.g., modification to short/mid-term training priorities and objectives; selection of appropriate means and methods to improve selected athletic abilities) ❑ Maintain records of evaluation results and ensure confidentiality of records according to Canada Snowboard's privacy policies ❑ Implement a system to monitor progress of sport-specific fitness over time ❑ Use evaluation of sport-specific fitness levels to make appropriate modifications to tactics/strategies used in competition

Outcome: Analyze performance
Criterion: Evaluate if the athlete's sport-specific fitness level is adequate for performance and for continued progression in the sport

Achievement	Evidence: Add Sport-specific Examples
Below Standard	❑ Do not correctly interpret field or lab test results to make the type of training recommendations that will effectively contribute to enhancing the performance of athletes in the Competition – Development context ❑ Do not use field or lab tests that can be used to evaluate athletes' sport-specific fitness in SPORT ❑ Do not interpret or use the results to field or lab tests to make appropriate training recommendations

Outcome: Analyze performance
Criterion: Evaluate the efficacy of the athletes/team to perform up to potential in competition

Achievement	Evidence: Add Sport-specific Examples
Highly Effective	**Meet "Above Standard" and:** ❑ Identify new and sport-specific variables that enable Competition – Development coaches to assess the athletes' efficacy to perform in competition ❑ Make correct links between a variety of elements found in the evidence-based report when assessing the athletes' efficacy to perform up to potential in competition ❑ Identify optimal strategies that effectively enable athletes to enhance preparedness for competition and/or efficacy to perform ❑ Train other coaches of the Competition – Development context on how to assess and monitor the athletes' efficacy to perform in competition ❑ The approach developed or used by the coach to assess and monitor his or her athletes' efficacy to perform in competition is used as a model for other CSCP Competition – Development coaches
Above Standard	**Meet "Standard for Core Certification" and:** ❑ Produce an evidence-based report that documents socio-economic factors that may impact the athlete's situation and ability to perform ❑ Develop a system to collect and manage relevant information about the athletes' efficacy to perform in competition ❑ Use sophisticated methods and procedures to gather evidence and to judge the athletes' efficacy to perform up to potential in competition ❑ Regularly assess the athletes' efficacy to perform up to potential in competition, and monitors progress

Outcome: Analyze performance	
Criterion: Evaluate the efficacy of the athletes/team to perform up to potential in competition	
Achievement	**Evidence: Add Sport-specific Examples**

NCCP Standard for Core Certification	❑ Produce an evidenced-based report that documents the following aspects:
	   o team or club short and long-term goals
	   o athletes' short and long-term goals
	   o assessment of the athlete's commitment to training and to competition
	   o assessment of the athlete's motivation for training and for competing
	   o assessment of the athlete's ability to manage distractions before and during competition
	   o assessment of the athlete's ability to focus and concentrate at critical moments of the competition
	   o assessment of the athlete's ability to manage stress before and during competition
	   o assessment of the athlete's ability to effectively cooperate with others during competition
	   o assessment of the athlete's ability to effectively apply tactics (intention, execution, timing, follow-up actions to exploit situation; etc.)
	   o assessment of the group's cohesiveness and ability to function as a collective
	   o assessment of potential sources of conflict or tension among athletes
	   o assessment of the athlete's nutrition or hydration status
	   o assessment of the athlete's general health status
	❑ Identify specific strategies aimed at enabling athletes to enhance preparedness for competition and/or efficacy to perform

Below Standard	❑ Do not address all identified elements in the report ❑ Provide an evidenced-based report with insufficient level of detail and/or do not sufficiently identify specific strategies aimed at enabling athletes to enhance preparedness for competition and/or efficacy to perform ❑ Produce an anecdotal report, not an evidenced-based report

NOTE: Efficacy is the quality of being successful in producing an intended result; effectiveness

http://www.thefreedictionary.com/efficacy

Outcome: Analyze performance	
Criterion: Identify competition-specific factors that impact performance	
Achievement	**Evidence: Add Sport-specific Examples**
Highly Effective	**Meet "Above Standard" and:** ❑ Based on previous experiences, identify new and innovative strategies to address competition-specific factors ❑ Identify strategies that effectively enable athletes to perform optimally given the prevailing conditions ❑ Trains other coaches of the Competition – Development context on how to identify and effectively deal with competition-specific factors that can impact performance ❑ The approach developed is used as a model for other CSCP Competition – Development coaches
Above Standard	**Meet "Standard for Core Certification" and:** ❑ Document how additional aspects may impact performance, and for each identify appropriate strategies ❑ Find effective ways to gather the most up-to-date information that enable you to identify strategies and recommendations aimed at enabling athletes to perform
NCCP Standard for Core Certification	❑ Identify performance impact of scheduling of competition(s) and number of competitions within a given period of time on performance ❑ Identify performance impact of environmental conditions expected to prevail at the competition site (temperature; altitude; pollution; etc.) ❑ Identify performance impact of time differences between home and competition site ❑ Identify performance impact of time necessary to travel to competition site, and travel conditions ❑ Identify performance impact of logistics and accommodation available at the competition site ❑ Identify impact of nutritional issues at the competition site ❑ Identify impact of training opportunities and schedules available at the competition site
Below Standard	❑ Produce a report that is evidenced-based but do not provide recommendations aimed at enabling athletes to perform ❑ Produce an anecdotal report, not an evidence-based report ❑ Do provide sufficient details in the report and make recommendations that are inconsistent with established knowledge or standards of practice

Outcome: Analyze performance	
Criterion: Perform a thorough analysis of the sport demands at the elite level.	
Achievement	**Evidence: Add Sport-specific Examples**
Highly Effective	**Meet "Above Standard" and:** ❑ Cross-reference analyses of the demands of the sport with the results of performance analyses of the athletes and identify program priorities and needs at Competition – Development ❑ Use your analyses to contribute to formalizing CSCP/Snowboard knowledge and train other coaches of the Competition – Development context ❑ Train other coaches on how to use analyses of the demands of snowboarding at the elite level in order to identify initiatives that can be implemented to enhance the quality of the Competition – Development athletes' preparation for excellence
Above Standard	**Meet "Standard for Core Certification" and:** ❑ Use analytical data collected to identify short and mid-term priorities for athlete development ❑ Use analytical data collected to incorporate short and mid-term priorities into yearly program to enhance performance and facilitate continued progression in snowboarding ❑ Identify trends at the elite and/or international levels that may impact how athletes of the Competition – Development context train ❑ Identify the actual social/training/competitive conditions of your athletes and program, and identify discrepancies between those and the demands of snowboarding at the elite level
NCCP Standard for Core Certification National Coaching Certification Program	❑ Identify critical elements of information or statistics that serve to describe the requirements for international competitions ❑ Analyse the physiological demands of snowboarding ❑ Analyse the motor demands of snowboarding ❑ Analyse the mental demands of snowboarding ❑ Analyse the technical demands of snowboarding ❑ Analyse the tactical and decision-making demands of snowboarding ❑ Analyse the training commitments required at the elite level in snowboarding ❑ Analyse the conditions that are conducive to the achievement of the highest levels of performance in snowboarding ❑ Analyse the actual social/training/competitive conditions of the athletes ❑ Use analytical data collected to make an analysis of demands of sport at elite level and the context of your own program
Below Standard	❑ Have no clear point of reference with regard to the physical, technical, tactical, mental, and cognitive demands of snowboarding at the elite level ❑ Do not identify critical normative data pertaining to key performance factors ❑ Do not identify the number of years that are necessary to develop a competitive athlete at the elite level, and/or the volume and intensity of training that are required at critical stages of athlete development

Appendix 4: Support the Competitive Experience

Outcome: Support the Competitive Experience

Criterion: Implement procedures that promote readiness for performance pre-competition

Achievement	Evidence: Add Sport-specific Examples
Highly Effective	**Meet "Above Standard" and:** ❑ Present or develop contingency plans to deal with unforeseen or ambiguous factors that may affect the competition ○ Contingency plans reduce or minimize distractions for athletes or provide alternatives to ensure optimal athlete performance ❑ Facilitate and/or monitor other coaches, support staff, and/or key stakeholders to implement prescribed pre-competitive roles and responsibilities ❑ Work with experts in specific areas to enhance pre-competitive procedures
Above Standard	**Meet "Standard for Core Certification" and:** ❑ Develop highly individualized pre-competitive procedures that reflect past experiences and prepare for the demands of higher competitive levels ❑ Adjust athlete or team preparation based on changes in the competitive environment or other extraneous factors (e.g., athlete injury) ❑ Present a strategy to monitor competition goals or gather evidence of athlete performance ❑ Work with other coaches, support staff and/or other key stakeholders to ensure roles and responsibilities are outlined prior to the competition ❑ Monitor athletes for acclimatization to environmental factors and make adjustments to enhance performance
NCCP Standard for Core Certification	❑ Monitor and provide guidance for nutritional and hydration strategies that will assist athlete's physical performance in competition ❑ Ensure athletes perform appropriate SPORT physical warm-up ❑ Oversee final adjustments in equipment (fine tuning, etc.) in order to maximize athlete performance ❑ Provide athletes with clear information regarding their roles in order to enhance individual and team performance in competition ❑ Work with athlete(s) and/or team to identify appropriate performance and process goals and objectives ❑ Assess the individual mental state of athletes relative to the demands of the competition ❑ Implement pre-competitive procedures and measures that assist athletes/team to achieve an adequate mental state for performance by managing the following appropriately: focus, distractions, negative anxiety, or social factors (e.g., team cohesion, athlete interaction) ❑ Develop a game or competition plan that outlines an appropriate level of strategies or tactics for achieving desired performance during competition ❑ Identify tactics and strategies that are consistent with athletes' stage of development and yearly objectives, and reflect an analysis of both athletes coached and opponents ❑ Identify tactics and strategies that are consistent with the rules of competition and principles of fair play ❑ Explain tactics and strategies in a way that is clear for the athletes and check for understanding ❑ Manage own anxiety/stress level in an effective way, in order not to become a source of distraction for the athletes
Below Standard	❑ Do not be prepared and have difficulty organizing athletes for competition ❑ Athletes are unaware of competition schedule or plan ❑ Rush pre-competition preparation and do not make equipment readily available

Outcome: Support the Competitive Experience	
Criterion: Make decisions and interventions that promote sport-specific performance during competition	
Achievement	**Evidence: Add Sport-specific Examples**
Highly Effective	**Meet "Above Standard" and:** ❑ During or between competitive events, help athletes to reflect critically by prompting them to choose successful strategies for subsequent performances ❑ Provide a rationale for decisions and/or interventions made during the competition that impacted athlete or team performance
Above Standard	**Meet "Standard for Core Certification" and:** ❑ Involve non-competing athletes in meaningful roles and learning situations related to the competition ❑ Engage athletes to assist in identifying solutions that will enhance athlete or team performance where and when appropriate ❑ Communicate with assistants and/or other specialists to identify solutions, opportunities, or provide pertinent information about the competitive environment to assist the athlete or team in maximizing performance ❑ Use or develop tools to gather notational data during the competition (paper/video/computer software, etc.)
NCCP Standard for Core Certification	❑ Observe athletes from the most optimal vantage point based on SPORT rules and/or competitive objective/goals ❑ Behave in a controlled manner and show respect towards officials, opponents, and own athletes ❑ Make use of the opportunities to interact directly with athletes during competition (time outs; breaks; interventions between matches, etc.) where appropriate as defined by competitive rules for the sport ❑ Provide athletes with sport-specific information that identifies what and how to achieve greater performance by focusing on solutions and potential actions ❑ Ensure that athletes or team are focused on the task, not the result or scoreboard ❑ Provide athletes with recovery and fatigue management modalities during the competition, where appropriate for sport ❑ Identify strategies to analyze key performance factors during the competition to assist in correctly identifying potential causes of error, and/or areas for improvement ❑ Make interventions that provide strategic information (event specific), manage athletes (substitutions, replacements), make adjustments for equipment (fine tuning, etc.), or implement mental strategies (arousal control / re-focusing strategies) ❑ Assess the timing and interventions (or decisions to not intervene) made during the competition as appropriate to the sport ❑ Assist and/or facilitate athletes in managing mental state during competition that positively impacts athlete or team performance ❑ Make adjustments to tactics and strategies as necessary in response to how the competition unfolds or to significant events during the competition (e.g., injury) ❑ Correctly interpret competitive rules and make necessary adjustments that positively impact athlete or team performance

Outcome: Support the Competitive Experience	
Criterion: Make decisions and interventions that promote sport-specific performance during competition	
Achievement	**Evidence: Add Sport-specific Examples**
Below Standard	❑ Criticize athletes' performance during the competition and/or between competitive events ❑ Act distracted during the competition and do not focus on key element in the athlete or team performance ❑ Do not observe athletes performance during the competition

Outcome: Support the Competitive Experience

Criterion: Use the competitive experience in a meaningful manner to further athletes' development after competition

Achievement	Evidence: Add Sport-specific Examples
Highly Effective	**Meet "Above Standard" and:** ❑ Plan and implement strategies to assist athletes to take greater ownership over the analysis of competition results and/or performance ❑ Work with athletes to identify possible adjustments to future training or practice goal and/or objectives ❑ Work with other coaches and/or sport-specific specialists in the analysis of the competition to report on and implement strategies to improve subsequent practices ❑ Consult sport-specific specialists to ensure implementation of appropriate recovery or regenerative strategies to assist athletes return from injury where appropriate ❑ Where appropriate, provide opportunities to engage media after the competition to give objective comments on performance
Above Standard	**Meet "Standard for Core Certification" and:** ❑ Critically reflect on the effectiveness of training and preparation for competition, based on athletes' behaviour and performance in the competition ❑ Critically reflect on training orientations and priorities in the Yearly Training Plan and determine if adjustments are warranted based on athletes' results and/or behaviour in competition ❑ Critically reflect upon and implement confidence and skill building interventions after the competition ❑ Identify and coordinate a recovery plan that can be accessed by athletes ❑ Critically reflect on the relevance and timing of interventions (or decisions to not intervene) and coaching decisions made during the competition, and identify which ones may be repeated and/or modified in the next competition situation ❑ Use appropriate technology to analyze competition against key strategic or tactical outcomes and performance factors
NCCP Standard for Core Certification	❑ Assess competitive plan after the competition and identify what aspects of the plan were successful and a rationale for what could be improved ❑ Debrief performance with athletes, and provide constructive feedback that identifies what and how to develop greater performance ❑ Use analysis taken during the competition to review, interpret, and modify individual and/or team goals ❑ Use post-competition assessment to identify goals or objectives of future practices or competitions, where appropriate ❑ Assist athlete to reflect upon, and choose successful tactics/strategies for subsequent competitive performances ❑ Implement recovery and regeneration strategies to maintain optimal performance for the next training session or competition

Outcome: Support the Competitive Experience	
Criterion: Use the competitive experience in a meaningful manner to further athletes' development after competition	
Achievement	**Evidence: Add Sport-specific Examples**
Below Standard	❑ Provide athlete with an analysis of the competition, but do not debrief or ask the athletes for input on analysis ❑ Identify some key areas for improvement, but do not provide a plan for implementing improvements in subsequent practices ❑ Reflect on preparation for the competition and interventions used during competition, but do not identify areas for improvement ❑ Ignore athlete(s) after the competition, or berate athlete(s) performance ❑ Do not identify how to factor the athlete/team performance during competition into subsequent practice ❑ Do not implement appropriate recovery or regenerative strategies after the competition

Outcome: Support the Competitive Experience	
Criterion: Oversee logistics/support to create favourable conditions for performance	
Achievement	**Evidence: Add Sport-specific Examples**
Highly Effective	**Meet "Above Standard" and:** ❑ Implement adequate contingency plans when confronted with unforeseen or ambiguous factors that affect the competition ❑ Manage assistants and other stakeholders (e.g., other coaches, trainers, support experts, parents, managers, etc.) effectively and professionally
Above Standard	**Meet "Standard for Core Certification" and:** ❑ Implement strategies to manage adaptation or acclimatization to environmental factors prior to the competitive event (e.g., thermal stress, altitude, jet lag, time zone changes, pollution) ❑ Develop and communicate written guidelines pertaining to expectations of self, athletes, parents, and other stakeholders before, during, and after competitions ❑ Manage expenses and financial considerations related to competitive event

Outcome: Support the Competitive Experience	
Criterion: Oversee logistics/support to create favourable conditions for performance	
Achievement	**Evidence: Add Sport-specific Examples**
NCCP Standard for Core Certification	❑ Ensure that necessary snowboard equipment is ready and available to use, and is in good/safe condition ❑ Provide athletes/parents with necessary information pertaining to travel, accommodation, competition schedules, competition location, rallying points, etc. ❑ Provide clear procedures and team regulations pertaining to expected standards of behaviours while away from home ❑ Coordinate safe and timely athlete and equipment transportation ❑ Clarify competition rules prior to the competition (e.g., eligibility, modification of game rules) and communicate appropriate information to athletes and other stakeholders ❑ Ensure that sport-specific elements and procedures (e.g., facility, rules) are accounted for to enable a safe and positive competition environment ❑ Ensure athletes meet nutritional expectations by providing appropriate information on when and what to eat ❑ Plan for and communicate the roles and responsibilities of assistants and other stakeholders (e.g., other coaches, trainers, support experts, parents, managers, etc.)
Below Standard	❑ Do not address major organizational details that have adverse effects on the athletes preparation for competition that were clearly within coaches control

Outcome: Support the Competitive Experience	
Criterion: Implement pre-competition mental training procedures that promote readiness for performance	
Achievement	**Evidence: Add Sport-specific Examples**
Highly Effective	**Meet "Above Standard" and:** ❑ To be determined upon completion of NCI Diploma / Competition – Development Advanced Gradation pilots
Above Standard	**Meet "Standard for Core Certification" and:** ❑ To be determined upon completion of NCI Diploma / Competition – Development Advanced Gradation pilots
NCCP Standard for Core Certification	❑ Develop focus plans with athletes ❑ Involve athletes in developing focus plans ❑ Incorporate the training of focus into practice ❑ Integrate visualization into athlete's training plans ❑ Integrate dealing with distractions into athletes' training plans ❑ Develop outcome, performance, and process goals with athletes ❑ Incorporate the training of focus into the phases and periods of athletes' training plans ❑ Debrief performance with athletes
Below Standard	❑ To be determined upon completion of NCI Diploma / Competition – Development Advanced Gradation pilots

Outcome: Support the Competitive Experience	
Criterion: Implement procedures that promote readiness and incorporate recovery and regeneration strategies	
Achievement	**Evidence: Add Sport-specific Examples**
Highly Effective	**Meet "Above Standard" and:** ❑ To be determined upon completion of NCI Diploma / Competition – Development Advanced Gradation pilots
Above Standard	**Meet "Standard for Core Certification" and:** ❑ To be determined upon completion of NCI Diploma / Competition – Development Advanced Gradation pilots
NCCP Standard for Core Certification 	❑ Identify common injuries in discipline specific snowboard events ❑ Identify prevention and recovery strategies for common injuries in snowboarding ❑ Incorporate the 12 PAK of performance and prevention into athletes' training programs ❑ Incorporate dynamic warm-ups into athletes' training programs ❑ Choose skills and drills that ensure body segments contribute optimally to skill execution ❑ Apply functional evaluations for athletes' return to play ❑ Apply recovery and regeneration techniques to prevent fatigue and overtraining ❑ Provide athletes and parents with information and guidance on hydration, nutrition, and sleep that will contribute to optimal performance in training and competition
Below Standard	❑ To be determined upon completion of NCI Diploma / Competition – Development Advanced Gradation pilots

Appendix 5: Plan a Practice

Outcome: Plan a Practice

Criterion: Identify logistics and appropriate background information for practice

Achievement	Evidence: Add Sport-specific Examples
Highly Effective	**Meet "Above Standard" and:** ❑ Provide evidence of optimal use of the available time and equipment to promote a high degree of active engagement time, learning, and training on the part of athletes
Above Standard	**Meet "Standard for Core Certification" and:** ❑ Provide evidence of superior use of the available time and equipment to promote a high degree of active engagement time, learning, and training on the part of athletes
NCCP Standard for Core Certification	❑ Identify athletes' age, abilities, and performance level ❑ Identify basic information including date, time, location, number of athletes, level of athletes ❑ Identify basic logistical needs (i.e. facilities and equipment) to match the overall goal ❑ Indicate where the practice fits within the yearly program ❑ Organize plan into main segments that include an introduction, warm-up, main part, cool-down, and a conclusion ❑ Identify the duration of the practice and each practice segment on a timeline ❑ Where applicable, and given logistics of the practice, identify potential risk factors
Below Standard	❑ Athletes' age and performance level are not identified ❑ Do not identify basic information including date, time, location, number of athletes, level of athletes ❑ Do not indicate basic logistical needs (i.e. facilities and equipment) to match the overall goal ❑ Do not clearly identify main segments or timeline of practice ❑ Do not adequately reflect or take into account available facilities and equipment

Outcome: Plan a Practice	

Criterion: Identify appropriate activities in each part of the practice	

Achievement	Evidence: Add Sport-specific Examples
Highly Effective	**Meet "Above Standard" and:** ❑ Design activities using new or innovative conditions that are highly adapted to the individual needs of the athlete ❑ Provide variations where athletes can offer modifications in order to enhance the achievement of practice goals or objectives ❑ Individual athlete needs are reflected in the planned activities through variations, notes, etc. *Evidence would contribute to a state of deliberate practice where the athlete is highly engaged both cognitively and physically on a consistent basis.*
Above Standard	**Meet "Standard for Core Certification" and:** ❑ Include activities to enhance effective decision-making required by the athlete and enable athletes to take greater ownership over decisions that may be required during competition ❑ Integrate activity modifications that increase athlete cognitive effort and provide appropriate challenges from a technical, tactical, physical, or decision-making point of view ❑ Integrate strategies to assist athletes to read appropriate cues that can be recognized by both the athlete and coach while the athlete is performing a given task or activity (attentional primes) ❑ Create activities for the specific needs of the participant or team based on analysis of performance in competition ❑ Provide a clear rationale for the goal and/or objective of each activity *Evidence elicits optimal challenge for the athletes and will clearly enhance learning and/or training effects.*
NCCP Standard for Core Certification National Coaching Certification Program	❑ Ensure the clearly identified goal(s) that is/are consistent with the following: C~S long-term athlete development model; NCCP growth and development principles; competitive level of the athletes; time of the Yearly Training Plan ❑ Ensure the duration of the practice and each practice segment is consistent with NCCP growth and development principles and the accepted guidelines for the development of athletic abilities ❑ Ensure, where appropriate, planned activities reflect awareness of and control for potential risk factors (environmental, mechanical, human) ❑ Ensure activities are meaningful, purposeful and link to overall practice goal ❑ Include a list of key teaching points that relate to the overall practice goal ❑ Describe practice activities clearly and effectively (e.g., diagrams, explanations, key points) ❑ Ensure activities are aimed at improving athletic abilities and are consistent with the C~S long-term athlete development model ❑ Ensure activities integrate the use of training methods (including loading parameters, work/rest ratios, recovery type and time, etc.) that are suitable for the training goal and for the time of the year ❑ Integrate appropriate mental strategies (visualization, relaxation, re-focusing, arousal control) to assist athlete to achieve task goal or practice objective *Evidence contributes to an adequate learning environment and will elicit improvements in sport- specific performance factors. Types of practice relate to the following: Part practice, Progressive part practice, Whole practice, Massed practice, Distributed practice, Constant practice, Variable practice, Random practice. Stages of skill development relate to the following: Acquisition, Consolidation, Refinement.*

Outcome: Plan a Practice	

Criterion: Identify appropriate activities in each part of the practice

Achievement	Evidence: Add Sport-specific Examples
Below Standard	❑ Provide limited evidence to show how the plan will create an adequate environment to learn or to improve performance ❑ Provide vague and not clearly identified practice goals ❑ Do not link activities to overall purpose of practice ❑ Do not reflect awareness of safety in activities ❑ Include activities that are inconsistent with NCCP growth and development principles ❑ No evidence is observed in the plan

Outcome: Plan a Practice	

Criterion: Design and sequence activities appropriately within the practice to enhance performance or create optimal adaptations	

Achievement	Evidence: Add Sport-specific Examples
Highly Effective	**Meet "Above Standard" and:** ❑ Based on experience and established scientific principles, refine available guidelines and recommendations for optimal sequencing of activities within a snowboard practice ❑ Work with other coaches to sequence activities optimally during a practice, and mentor coaches on how to sequence activities in practice ❑ Coach's approach/method for sequencing activities during a practice is used as a model by the sport
Above Standard	**Meet "Standard for Core Certification" and:** ❑ Given (1) the training objectives sought for the practice and (2) the tasks to be accomplished, provide a progression that reflects knowledge and understanding of the athletes' response to specific loading parameters and patterns ❑ Maintain documentation of the effects of specific sequences of activities for the purpose of conducting future analyses

NCCP Standard for Core Certification	❑ Provide a progression that builds towards execution (speed; conditions; decision-making; etc.) under realistic / competitive situations
	❑ When several performance factors/athletic abilities are intended to be trained/developed during the main part of the practice, sequence activities consistent with the following guidelines pertaining to the state of fatigue of the athletes:
	    o Athletic abilities not likely to be improved when trained in a state of fatigue, and that should be planned early during the main part of the practice after an appropriate warm-up:
	        ▪ *Pure speed (alactic power)*
	        ▪ *Acquisition of new motor patterns*
	        ▪ *Coordination/technique at high speed*
	        ▪ *Speed-strength (power)*
	        ▪ *Maximum strength*
	    o Athletic abilities that can be improved in a state of light fatigue*:*
	        ▪ *Speed endurance (alactic capacity; lactic power)*
	        ▪ *Technique (consolidation of motor patterns)*
	    o Athletic abilities that can be improved in a state of moderate fatigue:
	        ▪ *Lactic capacity*
	        ▪ *Maximal aerobic power*
	        ▪ *Strength endurance*
	        ▪ *High power aerobic endurance*
	        ▪ *Technique (stabilization of already acquired motor patterns in difficult/fatigued conditions)*Athletic abilities that can be improved in a state of moderate to high fatigue:
	        ▪ *Low power aerobic endurance*
	        ▪ *Flexibility*

Outcome: Plan a Practice	
Criterion: Design and sequence activities appropriately within the practice to enhance performance or create optimal adaptations	
Achievement	**Evidence: Add Sport-specific Examples**
Below Standard	❑ When several performance factors/athletic abilities are intended to be trained/developed during the main part of the practice, only some of the activities are sequenced consistent with the recommended principles and guidelines ❑ Sequence only some of the key activities (i.e. those that contribute the most towards achieving the main goals and objectives of the practice), with the recommended principles and guidelines ❑ Plan an order or sequence of activities that reflects neither the awareness nor the integration of recommended principles and guidelines

Outcome: Plan a Practice	
Criterion: Design an emergency action plan	
Achievement	**Evidence: Add Sport-specific Examples**
Highly Effective	**Meet "Above Standard" and:** ❑ Identify a process for updating and maintaining medical profiles ❑ Critically reflect on how EAP implementation worked in the past and identify changes that are needed to enhance responses in emergency situations ❑ Reflect on an athlete injury which has occurred during coaching and identify the effectiveness of the response and/or preventative measures ❑ Provide evidence of consultation with specialists (Physiotherapists, trainers etc.) to ensure that emergency response procedures are current and that appropriate roles are defined ❑ Sport uses EAP as a model of best practice
Above Standard	**Meet "Standard for Core Certification" and:** ❑ Maintain well organized participant profiles in a secure location to protect privacy ❑ Present a checklist of necessary equipment found in a first aid kit, which has been checked/updated on a regular basis ❑ Identify specific steps or procedures in the plan if an injury occurs

NCCP Standard for Core Certification	❑ Present a complete emergency action plan (EAP) with six of the six following critical elements.
	  o Locations of telephones (cell and land lines)
	  o Emergency telephone numbers
	  o Location of medical profile for each athlete under the coach's care
	  o Location of fully stocked first-aid kit
	  o Advance "call person" and "charge person"
	  o Directions or map to reach the activity site

Below Standard	❑ Do not present an emergency action plan in writing ❑ Include less than six critical elements outlined in the NCCP Standard for Core Certification

Appendix 6: Design a Sport Program

Outcome: Design a Sport Program	
Criterion: Outline a program structure based on training and competition opportunities	
Achievement	**Evidence: Add Sport-specific Examples**
Highly Effective	**Meet "Above Standard" and:** ❑ Identify specific remedial and/or other corrective measures that are necessary to the structure of the program in order to (1) address specific weaknesses identified in individual athletes as a result of evaluations or other performance analyses and (2) ensure adequate progression in a way that is consistent with SPORT's long-term athlete development framework and/or generic NCCP guidelines and/or Canadian Sport for Life principles ❑ Yearly program plan is used as a model for other coaches of the Competition – Development context
Above Standard	**Meet "Standard for Core Certification" and:** ❑ Present yearly planning calendar that identifies major program orientations (goals and objectives) related to skill development, physical conditioning, athlete performance, and general stages of athlete development for each period of the program, consistent with SPORT's long-term athlete development framework and/or generic NCCP guidelines and/or Canadian Sport for Life principles ❑ Identify relative importance of competition in Yearly Training Plan ❑ Determine if yearly program should be based on a single or double periodization approach, and identifies Periods/Phases as necessary ○ If the yearly program should be based on a double periodization approach, Periods/Phases are identified as necessary throughout the program, and are of an appropriate duration ❑ Factor in the results of evaluation or other performance analysis to identify training and competition needs for the program
NCCP Standard for Core Certification	On a yearly planning calendar: ❑ Present logistical information ❑ Identify competition schedule and number of competitions during the program, as well as other key events (training, evaluation, etc.) ❑ Correctly calculate the length of the season given breaks and other logistics, and the total number of competition days in the Yearly Training Plan ❑ Identify length of each period of the program (Preparation, Competition, and Transition) and break down each into Phases (GPP; SPP; PCP; CP; Transition) ❑ Identify number, duration, and frequency of training sessions in each period of the program (Preparation, Competition, Transition).
Below Standard	❑ Only present basic athlete information and seasonal logistics (practices and competitions) ❑ Do not present a planning calendar of logistical information

Outcome: Design a Sport Program	
Criterion: Identify appropriate measures to promote athlete development	
Achievement	**Evidence: Add Sport-specific Examples**
Highly Effective	**Meet "Above Standard" and:** ❑ Identify systemic strategies or measures to offset critical program elements that are prevalent in the sport, and that show major inconsistencies with recommended guidelines on long-term athlete development available through the NCCP or the NSO ❑ The remedial measures or solutions developed are used as a model for other coaches of the Competition – Development context
Above Standard	**Meet "Standard for Core Certification" and:** ❑ Determine if trends observed in own program are generalized with the sport ❑ Propose solutions that describe sound remedial or other corrective measures in order to (1) address specific weaknesses identified in individual athletes as a result of evaluations or other performance analyses and (2) ensure adequate progression in a way that is consistent with SPORT's long-term athlete development framework and/or generic NCCP guidelines and/or Canadian Sport for Life principles
NCCP Standard for Core Certification 	❑ Calculate the ratio of training to competition opportunities within own program ❑ Compare the ratio of training to competition opportunities within own program to recommended NCCP or NSO norms pertaining to long-term athlete development ❑ Use data from performance analyses and normative data pertaining to expected performance standards at Competition – Development to identify whether training and competition opportunities of own program are adequate for athlete progression ❑ Identify major issues negatively impacting athlete progression within own yearly program, and present realistic solutions that (1) are consistent with NCCP / NSO long-term athlete development norms / Canadian Sport for Life principles and (2) are adapted to the needs of Competition-Development athletes
Below Standard	❑ Do not calculate training to competition ratios ❑ Do not present appropriate strategies or solutions to assist in aligning training and competition ratios to NCCP or NSO long-term athlete development norms ❑

Outcome: Design a Sport Program	

Criterion: Integrate yearly training priorities into own program	

Achievement	Evidence: Add Sport-specific Examples
Highly Effective	**Meet "Above Standard" and:** ❑ Integrate sport-specific components, physical components as well as specific mental strategies into program design (e.g., visualization, goal setting, etc.) ❑ Factor in critical programming decisions that have to be made to the Yearly Training Plan in order to address/correct specific performance factors, and re-adjusts training priorities and objectives in a way that (1) reflects the anticipated time required to induce the desired training effects and (2) takes into account the anticipated effects of such changes on other performance factors ❑ The yearly program developed is a model for the Competition – Development context in the sport
Above Standard	**Meet "Standard for Core Certification" and:** ❑ Identify adjustments to NCCP or NSO template to better reflect own program situation, while remaining consistent with NCCP or NSO long-term athlete development guidelines, and Canadian Sport for Life principles ❑ Prioritize key training/factors/components, indicate training and developmental objectives, and provide appropriate sequencing of such factors/components/objectives with each period of the plan

NCCP Standard for Core Certification
 	
	❑ Use NCCP or NSO sample yearly program template to correctly prioritize athletic abilities to be trained at a given time of the Yearly Training Plan
	❑ Use NCCP or NSO sample yearly program template to identify training objectives (development-maintenance/acquisition-consolidation) for specific athletic abilities at a given time of the Yearly Training Plan
	❑ Identify for a given week in the program:
	    o The total number of practices and the duration of each practice, and use this information to determine the total training/practice time within the week
	    o Whether there is a gap between the "minimum training time required to induce specific training effects" and the "time available for training", using NCCP and/or NSO guidelines
	    o The organization and sequence training priorities on a weekly basis based on timing within Yearly Training Plan

Below Standard	❑ Do not use the NCCP or NSO sample yearly program template to correctly prioritize athletic abilities to be trained at a given time of the Yearly Training Plan ❑ Do not use the NCCP or NSO sample yearly program template to identify training objectives (development-maintenance / acquisition-consolidation) for specific athletic abilities at a given time of the Yearly Training Plan

Outcome: Design a Sport Program	
Criterion: Organize and sequence training priorities and objectives on a weekly basis to optimize adaptations	
Achievement	**Evidence: Add Sport-specific Examples**
Highly Effective	**Meet "Above Standard" and:** ❑ Make modifications to the objectives, duration, and methods used in certain sessions to optimize adaptations, and provide rationale for such decisions based on specific evidence gathered from observation and athlete monitoring ❑ Make optimal use of the principles and guidelines related to the proper sequencing of training sessions during a week given the logistics and constraints of the Yearly Training Plan ❑ The organization and sequencing of training priorities identified are used as a model for other coaches of the Competition – Development context
Above Standard	**Meet "Standard for Core Certification" and:** ❑ Take into account fatigue indices from previous weeks' training and competition activities to organize and sequence weekly training priorities and objectives ❑ Take into account fatigue indices from previous weeks' training and competition activities to select most appropriate methods to use in specific training sessions ❑ Sequence training activities during the week to account for: (1) the effects of fatigue on learning, performance, and adaptation; (2) recovery time needed following the use of specific types of loadings or methods, etc.
NCCP Standard for Core Certification	❑ Manage and prioritize training time appropriately and present a strategy to develop athletic abilities that is consistent with the training priorities and objectives identified in the NCCP or NSO template for the week of the program ❑ Account for logistical constraints in the yearly training plan when sequencing weekly training activities ❑ Present a 1-week plan for each period of the yearly program that correctly identifies main objectives and priorities for athletic abilities ❑ Strategically position training sessions relative to each other within the week that accounts for; anticipated fatigue levels, time necessary to recover from specific activities, training priorities, overall performance goals, and competitions scheduled in the short term ❑ Provide a practice plan that identifies appropriate types of exercises for athletic abilities, and practice conditions for technical/tactical factors within each of the weekly plans ❑ Factor in critical programming decisions that have to be made to the weekly plan in order to address/correct specific performance factors based on evaluation of program
Below Standard	❑ Present a plan to develop athletic abilities that is inconsistent with the training priorities and objectives identified for the week of the program ❑ Do not take into account the logistical constraints that apply to your own program when sequencing the training activities within the week ❑ Do not apply the principles and guidelines related to the proper sequencing of training sessions in your weekly plans

Outcome: Design a Sport Program	
Criterion: Develop a tapering and peaking program in preparation for important competitions	
Achievement	**Evidence: Add Sport-specific Examples**
Highly Effective	**Meet "Above Standard" and:** ❑ Customize programming decisions in the area of peaking and tapering on the basis of evidence and analyses from previous implementations ❑ Design a peaking and tapering program that indicates an awareness of specific individual athlete needs ❑ Document the effects of planned tapering and peaking procedures, and use this to contribute to the advancement of knowledge in the sport and a model for other coaches
Above Standard	**Meet "Standard for Core Certification" and:** ❑ Adapt tapering and peaking procedures to key competitions of the Yearly Training Plan ❑ Design a peaking and tapering program that spans over a period longer than one week, consistent with established procedures in the SPORT or scientific evidence

NCCP Standard for Core Certification
National Coaching Certification Program
	❑ Describe the competition/training activities for the week preceding an important competition
	❑ Appropriately adapt activities for tapering and peaking during the week preceding an important competition, based on the correct application of the following principles:
	    ○ Reduce the training volume throughout the taper phase
	    ○ Maintain sufficient volume of high-intensity training
	    ○ Decrease the level of fatigue generated during training sessions
	    ○ Maintain or schedule a slight reduction in the weekly frequency of training sessions
	    ○ Activities performed during the taper period are highly specific to the athlete's competitive demands
	❑ Identify specific measures and strategies that contribute to maximizing the athletes' potential for performance in areas such as: nutrition and hydration; adjustments to equipment; mental preparation; team cohesiveness; logistics; etc.

Below Standard	❑ Design activities aimed at ensuring a tapering and peaking effect that are not consistent with established guidelines and available scientific evidence ❑ Design a plan for tapering and peaking that reflects measures applicable only to the few days that immediately precede the important competition, and not to the whole week leading to the important competition ❑ Do not clearly reflect established principles and guidelines for tapering and peaking in the weekly program ❑ Do not change activities and training loads during the week preceding the important competition

Appendix 7: Manage A Program

Outcome: Manage a Program

Criterion: Take appropriate measures to promote drug-free sport.

Achievement	Evidence: Add Sport-specific Examples
Highly Effective	**Meet "Above Standard" and:** ❑ Identify contingency plans that enable selected athletes to be tested without having an adverse affects on other athletes ❑ Work with other coaches to teach and/or model fair play and drug-free sport as identified Canadian Centre for Ethics in Sport, or provincial legislation
Above Standard	**Meet "Standard for Core Certification" and:** ❑ Develop a system to monitor athletes' use of nutritional supplements and drugs and provide updated evidence of current supplements or drugs being used by the athlete(s) ❑ Demonstrate a thorough understanding of testing protocols and procedures used by drug testing officials ❑ Work with managers, other coaches or specialists to manage drug-testing procedures in order to minimize possible distractions that may influence athlete performance during competition ❑ Appropriately support athlete during drug testing procedures
NCCP Standard for Core Certification	❑ Assist athletes to recognize banned substances as identified by the Canadian Centre for Ethics in Sport by providing access to appropriate reference material, or use sport expert ❑ Assist in educating athletes in drug-testing protocols at major competitions (may occur with sport science specialist) ❑ Identify and reinforce the consequences for the use of banned substances ❑ Provide educational opportunities to athletes on the use of nutritional supplements ❑ Monitor athletes for the use of nutritional supplements and drugs (may be indicated on Medical information forms) ❑ Promote and model philosophy of fair play and drug-free sport as identified Canadian Centre for Ethics in Sport, or provincial legislation
Below Standard	❑ Do not educate the athletes about drug-testing procedures and/or protocols ❑ Do not educate athlete whether a supplement or drug may be recognized as a banned substance ❑ Do not identify the consequences resulting from the taking nutritional supplements or drugs to enhance performance ❑ Be unaware of drug-testing procedures and/or protocols that are required by the sport for competition ❑ Do not identify athlete's use of nutritional supplements and/or prescription drugs on medical information forms ❑ Choose to ignore possible instances where nutritional supplements or drugs may be used to enhance performance during competition

Outcome: Manage a Program	
Criterion: Manage administrative aspects of the program and oversee logistics	
Achievement	**Evidence: Add Sport-specific Examples**

Highly Effective	**Meet "Above Standard" and:**
	❑ Demonstrate ability to work with other coaches (assistants/peers) using established leadership qualities and practices such as:
	    - Formulating and sharing a vision
	    - Values-based decision-making
	    - Collaborative approaches
	    - Encouraging others
	    - Empowering others
	    - Celebrating accomplishments
	❑ Recommend improvements to the process and performance appraisal procedures used with other coaches (assistants)
	❑ Produce and implement a process and procedures for performance appraisal to be used with other coaches (assistants)
	❑ Be an effective mentor for other coaches
	❑ Train other coaches on how to effectively mentor or supervise other coaches, and how to conduct performance appraisals
	Leadership for this context is defined as the ability to influence others to accept, willingly, the leader's purpose and goal to help bring about some better future outcome or result, and to work together, voluntarily, towards achieving that end.

Above Standard	**Meet "Standard for Core Certification" and:** ❑ Provide a written assessment of the equipment, facilities, and human/financial resources needed to support the athletes program ❑ Provide a direct and quantifiable contribution to fund raising initiatives ❑ Advocate program needs to sport administrators or other relevant authorities in order to access grant or sponsorship opportunities ❑ Factor in the input of other coaches (assistants) when developing programs ❑ Supervise other coaches (assistants) and apply performance appraisal procedures ❑ Delegate activities appropriately to other coaches (assistants) and acknowledge their ideas and input into the program ❑ Develop budget for programs and activities, and allocate effectively financial resources
NCCP Standard for Core Certification	❑ Present a communication tool which outlines the philosophy and objectives of the program ❑ Provide a schedule of competition and training commitments to athletes, parents, and other key stakeholders ❑ Identify expectations for behaviour and commitment and identify appropriate consequences ❑ Facilitate logistics for away competitions (e.g., travel arrangements, food, chaperones, etc.) ❑ Work with program volunteers and/or administrators to prepare budgets and other financial logistics

Outcome: Manage a Program	
Criterion: Manage administrative aspects of the program and oversee logistics	
Achievement	**Evidence: Add Sport-specific Examples**
Below Standard	❑ Do not present a communication tool which outlines the philosophy and objectives of the program ❑ Do not provide a schedule of competition and training commitments to athletes, parents, and other key stakeholders ❑ Do not identify expectations for behaviour and commitment and identify appropriate consequences ❑ Do not facilitate logistics for away competitions (e.g., travel arrangements, food, chaperones, etc.) ❑ Do not work with program volunteers and/or administrators to prepare budgets and other financial logistics

Outcome: Manage a Program	
Criterion: Develop strategies to address and resolve conflicts in sport	
Achievement	**Evidence: Add Sport-specific Examples**
Highly Effective	**Meet "Above Standard" and:** ❑ Work with other coaches (assistants) to help these coaches develop strategies to resolve conflicts encountered during their coaching ❑ Mentor others (e.g., athletes, parents, officials, and coaches) in developing strategies to deal with conflicts that have occurred in the coaching context
Above Standard	**Meet "Standard for Core Certification" and:** ❑ Enable athletes to resolve conflicts among themselves by facilitating the effective use of conflict resolution techniques ❑ Develop proactive strategies to address situations where athlete(s) do not meet expectations (performance, behaviour or expectations), and deal with these situations in a manner that is assertive and conducive to the resolution of conflicts
NCCP Standard for Core Certification 	❑ Identify common causes of conflict in SPORT, and individuals/groups likely to find themselves in a conflict situation ❑ Take proactive measures to prevent and resolve conflict resulting from misinformation, miscommunication and/or misunderstanding ❑ Use effective techniques and strategies to resolve conflict when personally involved, so that positive relationship with athletes and participants, parents, officials, and other coaches are maintained

Below Standard	❑ Do not develop strategies to prevent conflict from arising
	❑ Do not implement strategies that may assist in proactively dealing with the causes of potential conflicts in sport
	❑ Do not apply an ethical decision-making process in resolving conflicts that are derived from situations that have ethical implications
	❑ Use techniques and strategies to resolve conflict that undermines the relationship among individuals or others involved in the situation

Outcome: Manage a Program	
Criterion: Report on athlete progress throughout the program	
Achievement	**Evidence: Add Sport-specific Examples**
Highly Effective	❑ **Meet "Above Standard" and:** ❑ Provide leadership that helps to create a clear vision of where to go and what to do next in order for athletes to continue to progress and achieve the desired performance levels ❑ Design athlete assessment tools and procedures adapted to the coaching context, consistent with performance models developed by SPORT and available scientific data ❑ Train other coaches on how to conduct effective athlete assessment
Above Standard	**Meet "Standard for Core Certification" and:** ❑ Use objective performance indicators (fitness testing results, attendance, training diary, training loads/volumes, etc.) and cross-reference this data in a systematic manner with athlete/team goals and actual training achievements ❑ Engage athletes and other key stakeholders (parents, club authorities, sport administrators, etc.) in a dialogue on how to address some of the issues identified around athlete progress ❑ Track specific athlete performance factors over an extended period of time (i.e. 1 season) and can clearly identify athlete progress ❑ Present evidence of debriefing session or interview with athlete and/or parents to discuss progress in relation to individual goals
NCCP Standard for Core Certification National Coaching Certification Program	❑ Present an assessment of the status of relevant performance indicators at periodic stages of the program to athletes and to other key stakeholders (parents, club authorities, sport administrators, etc.) ❑ Identify and communicate appropriate levels of progression and steps for improvement throughout the program ❑ Present evidence of debriefing session or interview with athlete, parents and/or other key stakeholders to discuss progress in relation to goals ❑ Protect the privacy of participant information and take steps to maximize confidentiality ❑ Use effective communication strategies and/or skills to present and promote program messages
Below Standard	❑ Provide athlete assessments that are anecdotal and/or subjective and do not clearly identify key performance factors or areas for improvement ❑ Provide an assessment of performance that is vague and unclear ❑ Provide limited documentation on athlete progress within the program ❑ Do not offer specific recommendations on how to improve